

Request for Flexibility 2015-16 Proposal



#2

INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME: Alpharetta High School

CONCEPT NAME: Off Campus Privilege Incentive for Students

STRATEGIC INITIATIVE: Student Support: Implement Positive Behavior Intervention System (PBIS)

Concept Summary	
<p>1) Describe the need/challenge that your school seeks to address.</p>	<p>High School is changing. More and more, students are being provided with choices for their education. For example, students can choose to take online courses at home or college courses on college campuses. During 1st semester of the 2015-16 school year, 234 AHS students are taking 397 college classes and 217 AHS students are taking 288 online classes. This data shows that students are already making choices for more flexible scheduling options. It is imperative that AHS remain the school of choice for our students. We must create an environment that students will choose to attend. Additionally, in our Needs Assessment, students expressed the desire to have better food options and more freedom in order to feel more satisfied with Alpharetta High School.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>As students progress through high school and mature, it is important to reward positive behaviors and begin to treat students as the adults they are becoming. One incentive we can provide upperclassmen to encourage students to stay on track for graduation and follow school rules is the ability to leave campus during their lunch period or to leave campus during a period of the day and return for class at a later part of the day. Having this incentive to look forward to will encourage students to stay on track for graduation and follow local school policies and procedures.</p>
<p>3) Include any research or evidence that the concept will positively affect your school's student population. If no research exists, please articulate the rationale for the likelihood of success of the concept, and describe your plans for risk mitigation.</p>	<p>Positive Behavior Intervention Systems (PBIS) research encourages educational leaders to implement positive behavior incentives since "rewards are a core feature of building a positive school culture." (Horner & Goodman, 2015) According to Doolittle, rewards make a difference in both initial behavior change and sustained behavior change (2006). Rewards for PBIS range from individual rewards to classroom rewards to school-wide rewards. Rewards can be formal or informal. AHS is implementing PBIS and currently incorporates a ticket system that is tied to school-wide behavior expectations of Respect, Integrity, Citizenship and Hard work. These tickets are used for a raffle system each week to publicly recognize students for exhibiting positive behaviors. The off campus incentive qualifies as a school-wide reward and would recognize upperclassmen on track for graduation with a demonstrated track record of appropriate discipline and expected</p>

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attendance. Research suggests that “rewards are effective when age appropriate and actually valued by the student.” (Horner & Goodman, 2015) Overwhelmingly, AHS students share a desire to be able to leave campus during the school day without penalty. We strongly believe this would be an incentive students would look forward to and would work hard to earn.

Adlai Stevenson High School is hailed as one of the top high schools in the Nation. During a site visit in 2013, a group of Northwest Learning Community principals were given the opportunity to visit this esteemed high school. This off campus privilege is implemented successfully at Adlai Stevenson High School and encouraged by their administrators as an incentive that other high schools should seek to implement.

To clarify, this off campus privilege is not only for students who drive to school. All upperclassmen meeting academic, behavior and attendance requirements will be able to benefit from this opportunity as there are 10 restaurants as well as the YMCA and Lifetime Fitness in walking distance from the school. Students have a 50-minute lunch period and could take advantage of these local amenities.

Moreover, juniors and seniors already drive on campus and off campus regularly throughout the day with the MOWR programs, work study programs and internships; thus, the liability risks of students driving should not be an obstacle precluding the implementation of this program. We will require that parents sign off on allowing eligible students to participate. Our FCS legal department is currently reviewing the request and, pending legal approval of the concept, will assist in developing a waiver parents and students would sign. It is important to note that as of July 1st, in Georgia, eligible students in grades 9-12 can enroll in the MOWR program and take all of their courses on college campuses. It is imperative that we adapt the traditional high school to have more flexibility and offer students more autonomy in order to remain a relevant educational institution.

In terms of security concerns, we already have a school resource officer and a campus security associate assisting with monitoring students and their movements around campus. Additionally, administrators and faculty are assigned lunch supervision duty daily. These staff members will assist in monitoring student movement throughout the lunch periods. Our SGC is also requesting seed funds for a robust student management system that will allow students to use a student id card to swipe themselves in and out of classrooms and the school at kiosks located at the front entrances of the school. It is also important to note

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	<p>that parents will not have to elect to allow their children to participate. If a parent does not want a student to leave campus, then the waiver would not be signed and the student would be part of the group of students allowed to leave. Parents could revoke a students' privilege to leave campus at any time and students would lose the privilege if they get off track for graduation or have attendance or discipline concerns.</p>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>Project Outcomes</p> <p>Positive Impact on School Culture and student satisfaction with school. Student behavior will improve as there will be a strong desire to earn and keep the incentive for off-campus privilege. Student attendance will improve as students strive to earn the off campus privilege. Student stress will lessen with increased schedule flexibility.</p>	<p>Short-Term Goals</p> <p>Increase positive feeling about AHS from students due to flexible schedule and more autonomy. Increased student independence and overall well-being.</p>	<p>Long-Term Outcomes</p> <p>More students will choose to attend school at AHS. More students will choose to take courses at AHS. More positive school culture. Higher satisfaction with AHS. Students will be able to create more customized schedules. Students will increase personal management skills that will positively impact them in college and life.</p>
Waiver(s) Requested			
<p>5) List any waivers from state law, regulation, and/or rule required to implement the concept. (Facilitators will identify the specific laws, regulations, and/or rules requiring exemption.)</p>	<p>SBOE 160-5-1-.02 School Day and School Year for Students and Employees (to the extent it requires students to be physically present at the school building to be considered present). 160-4-8-.12 Alternative Education Schools (to the extent that it regulates schools operating on an open campus format).</p>		
<p>6) List any flexibility from Fulton County Schools' policy required to implement the concept. (Facilitators will identify the specific Fulton County Schools policies requiring exemptions.)</p>	<p>JBD- Attendance and Absences (to the extent that presence means physical presence at school). Note: This probably affects FCS procedures more so than policy or rule. FCS will have to very carefully assist in creating the safety protocol and eligibility to make sure that the opportunity is equitably granted.</p>		

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Impact on Students and Families, Personnel, Departments, Processes, and Schools	
<p>7) List any impact of the concept on the following:</p> <ul style="list-style-type: none"> ▪ Students and families; ▪ Personnel; ▪ The school schedule; ▪ Transportation; ▪ School nutrition; ▪ Teaching, learning, and assessment; ▪ Other schools; and ▪ Any other area not addressed above. 	<p>There is concern that allowing students to leave campus during lunch may have a negative impact on the school nutrition program; however, AHS administrators met with Alyssia Wright and have developed plans to increase food sales in the AHS cafeteria in conjunction with offering an off campus incentive. Currently, AHS only sells about 600 meals per day yet pays for a staff that should be able to serve 1,000 meals per day. Our goal will be to work together to improve the quality of the food served in the cafeteria as well as improve the atmosphere in the AHS cafeteria. At the same time, we want to offer our upperclassmen the opportunity to earn the privilege to leave campus during the school day, most often during their lunch period.</p>
Budget	
<p>8) Please use the budget template on the next page to provide the estimated costs of the proposed concept. In the space to the right, please identify, to the extent possible, how you plan to modify your school budget to cover additional costs. If applicable, identify external funding sources.</p>	<p>We do not anticipate any direct cost to implement the off campus privilege; however, throughout the baseline year of implementation, we will need to monitor the impact on cafeteria sales. School cafeterias start with a zero based budget each year. Each school should be set up to run and operate alone and generate enough income to manage the operations. AHS currently has 10 staff members and 1 manager. AHS serves 600 average daily meals for lunch according to 2015-2016 data. (15-16 enrollment is 2,036) According to the FCS Food and Nutrition Department, with this number of employees, we should be serving at least 1,000 meals per day, preferably more. While AHS has the potential to have six lines we are not functioning at full capacity because many AHS students bring their lunch to school each day. AHS plans to work collaboratively with the Food & Nutrition department throughout the 16-17 school year to develop a baseline for impact and potential costs associated with an off campus privilege for upperclassmen.</p>

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INSTRUCTIONS: Please enter the expected costs of your concept for the applicable school year(s). To calculate the totals for the Amount Budgeted columns, highlight the entire table, and press F9. You may customize the budget items.

SCHOOL NAME:

		<i>2016-17</i>		<i>2017-18</i>		<i>2018-18</i>		
Budget Item	Item Description (Include quantities if applicable)	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Notes
Teacher(s)		0		0		0		
Paraprofessional(s)		0		0		0		
Support Staff		0		0		0		
Additional Pay (certified)/Overtime (non-certified)		0		0		0		
Equipment		0		0		0		
Supplies/Materials		0		0		0		
Professional Development		0		0		0		
Independent Contractor(s)		0		0		0		
Transportation		0		0		0		
Supplements		0		0		0		
Other Professional Services Food & Nutrition		0		TBD		TBD		FCS Food and Nutrition and AHS SGC/administration will work collaboratively throughout the 16-17 school year to develop a baseline for impact and costs associated with an off campus privilege for upperclassmen.

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								Based on 16/17 baseline data, we will come back to the table next year to determine what the cost may be. Alyssia Wright will provide quarterly updates to SGC/administration throughout the base line year.
Other		0		0		0		
Other		0		0		0		
GRAND TOTALS								

*When determining the *Amount Budgeted* for personnel costs, the principal should consult with the Learning Community Human Resources Director.

**For the *Proposed Funding Source(s)*, please indicate which of the following funding sources you intend to use: General Fund, Student Activities Fund, School Foundation/PTA, FCS Seed Fund, Grants, or Other (please specify the source).